This TCAP-Alt PA exemplar portfolio is a facsimile created to assist teachers in the assembly of their students' portfolios. ANY resemblance to actual people, living or dead, is not intentional and purely coincidental.

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Date of Birth:	04/04/1993	Assigned Grade Level	1:11
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Entry # 2: Mathen	natics		<u>NA</u>
Entry # 3: Science			13
Entry #4: Social S	tudies		<u>N</u> A
		Comments:	
Elsino	re moved into	our system from	n another state and
was		,	. (She was tested in
math			1, but spent most
	et along in another	<b>^</b>	,

#### 2009-2010

#### TCAP-Alt PA Participation Guidelines

To participate in the Alternate Assessment, the student shall have a current IEP and documentation to support all of the criteria listed below.

Student: Elsinore Weasely	Date of Birth: 4	/4	/ 1993	IEP Meeting Date: 5 /14 /2009
System Name: Sunnybrook SSD	S	chool 1	Vame: _	Hoxley High School
The student demonstrates cogni of the state approved content sta				h prevent full involvement and completion tions.
Review of the student files indicate:	s s/he has a significant	defici	in cog	nitive and adaptive level of functioning:
⊠ Yes □ No	3 0, 1, 4 1, 100 01 01 <u>01 01 1</u>		· • • 5	many and adaptive to to to tame to ming.
Psychologist who completed the file Date of review: 2 /27 /2009	e review: Shirley Kouder			
Individual Cognitive Ability Test (Total Battery Score: 52				Date: 11 /14 /2007
Highest Component Score: 68 A	rea: PS			
Lowest Component Score: 55 A	rea: rn			
Adaptive Behavior Skills Assessme	nt (Test Name): Vinelan	ıd		Date: 11 / 10 / 2007
Total Battery Score: 64				
Highest Component Score: 72 A Lowest Component Score: 60 A	rea: Communication			
Dowest Component ScoreA	ICa.	<del></del>		
If student was unable to test, include	e statement of explanat	tion be	low:	
			· · · · · · · · · · · · · · · · · · ·	
2 The student requires intensive f	requent individualized	inetru	rtion in	a variety of settings including school,
				alize functional academics and life skills.
				ttings) that confirm the individual student
<ol> <li>The following conditions have be participating in the general Tenn accommodations and modification</li> </ol>	essee Comprehensive	Assess	ment P	y justification or reason this student is not rogram, even with extensive
	ded absences	×	Yes [	No sensory impairments
	ies/behavioral	×	Yes 🗆	No specific learning disabilities
	ents	⋈	Yes 🗆	No other health impairments
	ability (e.g., Autism, A			·
			•	•
✓ Yes □ No social, cultural, and	•	S		
			eeds of	the student, and is not based upon

6. For a student 14 years of age or older, the student is unable to complete a state approved high school diploma

anticipated impact on system and/or school performance scores.

program, even with extended learning opportunities and/or accommodations.

The decision for TCAP-Alt PA participation is an IEP Team decision based on the needs of the student. IT IS NOT AN ADMINISTRATIVE DECISION.

If all answers to questions above are Yes, student IS able to participate in the TCAP-Alt Alternate Standards Assessment Option.

If the answer to any question above is No, Stop Here. This student does not meet criteria for participation in the Alternate Assessment.

The IEP Team agrees that the student meets participation guidelines for the TN Alternate Assessment and therefore has determined that the student will participate in (check all that applies):

■ Reading/Language Arts (including Writing in grades 5, 8, and 11)

□ Mathematics

⊠ Science

☐ Social Studies

#### **School Principal Signature**

I am aware this student meets the TCAP-Alt PA participation guidelines and is appropriately identified as a candidate for the TCAP-Alt PA.

OR

I am aware this student does not meet the TCAP-Alt PA participation guidelines and if assessed with the TCAP-Alt PA will be reported as "non participant" and "below proficient" for AYP purposes.

Principal's Signature ONLY Designee or Vice Principal's NOT Accepted

Date

# Affidavit of Student Performance

Student Information	:		
Student Name:	Elsinore Weasely	Assigned Gra	ade Level:11
Affidavit of Student	Performance:		
	o attest that all work contained in this the presence of a teacher and/or para		Assessment was performed
Further, in compiling student work sample	g this evidence with the student and/oes, products, or data.	r on his/her behalf, I did not fa	bricate, alter, or modify
I am also unaware th	at others have provided inappropriate	assistance.	
	disa Qualla	2/2	<u>1/2010</u> Date
School Principal Sig	gnature		
I am aware this stude for the TCAP-Alt PA			ntely identified as a candidate
I am aware this stude PA is reported as "no	ent does not meet the TCAP-Alt PA pon-participant" and "below proficient"	OR articipation guidelines and if as 'for AYP purposes.	ssessed with the TCAP-Alt
Bel	inda Snac	Grass Ed.D.	2/2/2010
Principal's Signature	ONLY Designee or Vice Principal's	NOT Accepted	Date

#### **Statement of Inclusion**

Check appropriate statement below:
☐ [Elsinore Weasely] is NOT fully included in any content or elective/specialty area.
[Elsinore Weasely] is fully included in the following (check all that apply):
□Reading/Language Arts
□Math
□Science
□Social Studies
Elective/Specialty Areas (List Below)
1. Home Economics
2. Small Animal Care
3
4
For all areas in which student is fully included, general education teachers must sign below.  1. Leneta Soudy (HEcon.)
2. Julia Wagner (5m. annal)
3
4

<sup>\*</sup>The IEP hours page taken from the Special Education and Related Services page must be included after this statement to receive automatic credit for inclusion.

<sup>\*\*</sup>For any area in which student is not fully included, natural support must sign the evidence and graph where indicated.

### Elsinore Weasely

#### Block Schedule for 2009-2010

W	ee	k	Ī

Block 1	7:40-9:15	90 minutes	Functional Language Arts
Passing time	5 minutes		
Block 2	9:30-10:50	90 minutes	Functional Math
Passing Time	5 minutes		
Block 3	10:55-12:55	120 minutes	Small Animal Care M, W, F Home Economics T, Th 90 minute block, 25-minute lunch, 5-minute passing time
Block 4	1:00-2:30	90 minutes	Work Study
Week 2			
Block 1	7:40-9:15	90 minutes	Functional Language Arts
Passing time:			Tunouonai Dangaago Fii to
Block 2	9:30-10:50	90 minutes	Functional Math
Passing Time		>	
Block 3	10:55-12:55	120 minutes	Home Economics M, W, F Small Animal Care T, Th 90 minute block, 25-minute lunch, 5-minute passing time
Block 4	1:00-2:30	90 minutes	Work Study

# READING/ LANGUAGE ARTS

Student Name:Elsinore Weasely	Grade Level:	11
Data Point Date (must be plotted on graph): 11/24/09 CONT	FENT	
	Math Science	Social Studies
Content Standard:Reading		
Alternate Learning Expectation Code and ALE:R.5 Use a reading and check for understanding after reading	ective comprehension strategies	to derive meaning while
Alternate Performance Indicator Code and API: R.5.4 Make	predictions from text of events	that might occur next
Learning Activity: Provide a clear explanation of learning activity and n		
_Given a teacher-made chapbook (an illustrated version of To Kil	<i>l a Mockingbird</i> using words E	lsinore can recognize or sound
out), Elsinore will read an excerpt from the book and write a simp	ole paragraph predicting what w	rill happen next.
Choices: Check box to indicate which type of choice was offered. Choice box.		eptable activity. Check only ONI
	☐ When to work on the activity	ity
□ Where to work on the activity Rewa	rd/positive reinforcement for	completing activity
On the spaces below, write the two choices offered and circl	e student's choice.	
Choice 1: 10 minutes computer time Choice	2: 10 minutes listenin	sizum ot cn
SETTING AND If setting is not inclusive, do not complete Setting and Support section.		and support will be assumed.
Setting:		
Support: Title		_
PEER INTE	RACTION	
Peer Interaction: On the spaces below, describe the interaction that occur to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)  Elsinore read to Savannah, and s  she didn't know and asked question Savannah helped Elsinore spell did	rred between student and peer in th	
First Name: Savannah Grade	: 11	

Stude	ent Name: <u>Elsinore We</u>	easely							Gr	ade I	Level	1	1								
Conte	ent Area (Circle One):	Readi	ng/L:	angua	ige A	rts	)		M	ath		S	cien	ce		Soci	ial S	tudies	S		
Conte	ent Standard: <u>Read</u>	ing																			_
	nate Performance Expe heck for understanding				d AI	LE: <u>R</u>	.5 Us	se ac	tive o	comp	rehen	sion	strate	egies	to de	erive	mea	ning	while	e reac	ding
	nate Performance Indic				\PI:	R.5.4	4 Ma	ke pı	edic	tions	from	text	of ev	ents	that 1	nigh	t occ	ur ne	xt		_
	Data Point Date	9/1	9/9	9/23	10/6	10/21	19/27	11/9	11/10	11/24	12/8	12/15	13/18	47	1/12	1/20		T	Π		
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Inclus	sion Codes:		1110					11.6	Ch	oice	Code				1110						
Gener Gener Gener Music Librar Physic Other Other	ry-L cal Education-PE : (Setting) Home : (Setting)	A SC udies: A G C	SS art-A duidan dicate	nce-G uter L mic	ab-C	a sign		le) _ re mu	# F ? V ^ V + V		e ent fr	om e	ach s	settin	g ind	licate	ed. I	f setti	ing is	indi	cated
multip	ole times, only one sign		)	•																	
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3. <u> </u>																					•
							Pee	er In	terac	ction											
must i	nteraction: On the space relate to activity. (Note	: A pe	er ca	nnot	auali	fy fo	eract r TC	ion t	hat o	ccurr A.)											
9/2	3 Savannah	gav	e E	= 51	nor	~	2 5	els	Of)	ser	three	- 57	Jih	S . (	Dne	Se	27	har	<u>d</u>		•
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4	resolution of the sossible, results	The 13 m	Sit	Lat	sidus	. So	m	1 N	h I	rela	Ba	Elech	sin	vai	non	tal'	K+	pos	don der	le	
First N	ame: Savar	m	al	)				Gra	de:	11						(	pre	dic	too	Λ.	

Grade:

Student Name:Elsinore Weasely	Grade Level: <u>11</u>	
Data Point Date (must be plotted on graph): 1/11/2010	AVENTAVE	
Data Point Date (must be plotted on graph): 1/11/2010 CO  Content Area (Circle One): Reading/Language Arts	NTENT Math Science Social Stud	dies
Content Standard:Writing		
Alternate Learning Expectation Code and ALE:W.1 V	rite for a variety of purposes	
Alternate Performance Indicator Code and API: <u>W.1.17 P</u> and various classroom activities	articipate in shared writing about social studies,	science, the arts,
Learning Activity: Provide a clear explanation of learning activity are	TIVITY d materials used.	
During a unit on rabbit husbandry, Elsinore will participate in	a shared writing activity in which she and a gr	oup of peers write
an instruction manual on how to care for a rabbit. Elsinore wil	contribute simple captions for the illustrations.	·
Choices: Check box to indicate which type of choice was offered. C box.	OICE noice credit is dependent upon an acceptable activity	7. Check only ONE
□ Materials □Who to work with	□ When to work on the activity	
□ Where to work on the activity Re	ward/positive reinforcement for completing	activity
On the spaces below, write the two choices offered and ci	rcle student's choice.	
Choice 1: <u>colorful penul</u> Choi	ce 2: (Jones Brothers folder)	
SETTING A  If setting is not inclusive, do not complete Setting and Support section	ND SUPPORT  n. If blank, Special Education setting and support w	vill be assumed.
Setting: Small Animal Care class		
	Leacher - Small animal TERACTION	Care
Peer Interaction: On the spaces below, describe the interaction that of to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)  Peers included Elsinore in the up with captions. She asked the didn't know, and they helped her.	curred between student and peer in the activity. Into	
First Name: VaMeSSa Gr	ade: 10	

St	udent	t Name: Elsinore We	asely							Gr	ade	Level	l:	11	_			Stati	c Requi	icu i	JAI -AI	ILLY LOIL
Content Area (Circle One): Reading/Language Arts  Math  Science Social Studies																						
С	onten	t Standard:Writin	ng																			
A	terna	te Performance Expe	ctatio	n Co	de an	d AI	LE: <u>W</u>	V.1 V	Vrite	for a	vari	ety o	f pur	poses	5		_					
		te Performance Indica classroom activities	ator C	Code	and A	API:	W.1.	17 P	artic	pate	in sh	ared	writi	ng al	bout	socia	1 stud	dies,	scien	ce, t	he art	s, and
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George George Mu Lile Phy Otl	Inclusion Codes: General Education Reading/Language Arts: RL General Education Math: MA General Education Science: SC General Education Science: SC General Education Social Studies: SS Awhen Music-MU Art-A Hwhere  Library-L Guidance-G Physical Education-PE Computer Lab-CL Other: (Setting)  Choice Codes:  Materials  Reward  Who  When  When  Where  Library-L Guidance-G  Computer Lab-CL Other: (Setting)  Manual Care (Code)  SAC  Support Signatures: If setting is indicated above, a signature must be present from each setting indicated. If setting is indicated multiple times, only one signature is required. Include title after signature.																					
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3.		0																				
4.																						
Pee	Peer Interaction Peer Interaction Peer Interaction: On the spaces below, describe the interaction that occurred between student and peer in the activity. Interaction must relate to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)																					
_																						

Grade: \_\_\_\_\_

First Name: \_

Student Name:Elsinore Weasely	Grade Level: <u>11</u>
Data Point Date (must be plotted on graph): 9/17/09 CONTE	DA YOU
	Tath Science Social Studies
Content Standard:Elements of Language	
Alternate Learning Expectation Code and ALE:EL.1 Demonspelling, and sentence structure	
Alternate Performance Indicator Code and API: EL.1.15 Combi	ine two or more related sentences to create a paragraph
ACTIVITY Learning Activity: Provide a clear explanation of learning activity and materials are supplied to the control of the	
After helping the Home Economics class make a three-course meal,	Elsinore will write a one-paragraph review of the meal for
the school paper.	
Choices: Check box to indicate which type of choice was offered. Choice to box.  Materials  Who to work with	credit is dependent upon an acceptable activity. Check only ONI When to work on the activity
☐ Where to work on the activity ☐ Reward/	/positive reinforcement for completing activity
On the spaces below, write the two choices offered and circle s	
Choice 1: Choice 2:	Brogan
SETTING AND S If setting is not inclusive, do not complete Setting and Support section. If b	
Setting: Home Economics class	
Support: Teneta Londy Title	me Econ Teacher
Peer Interaction: On the spaces below, describe the interaction that occurred to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)  Brogan helped Elsinore brainstorm her questions). She work sentences on se her spelling. Then he helped her put to copied them into a single paragraph on	d between student and peer in the activity. Interaction must relate
First Name: Grade:	

Student Name: Elsinore Weasely								Grade Level:11								State Required TCAP-Alt PA Fo					
Conte	)		Ma	ìth		,	Scien	ce		Soci	al Stu	dies									
Conte	nt Standard: <u>Elem</u>																				
	ate Performance Expense, and sentence struc		n Co	de an	d AI	E: <u>E</u>	L.1 I	Demo	onstra	ite kr	owle	edge	of sta	andar	d En	glish	usage	, mec	hanics		
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Peer In must re	teraction: On the space late to activity. (Note 7 Jasmine	: A pe	er ca	nnot (	quali	fy for	eract r TC	ion tl AP-A	alt PA	curre											
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# SCIENCE

Student Name: Elsinore Weasely	Grade Level: 11	
Data Point Date (must be plotted on graph):		
Content Area (Circle One): Reading/Language Arts Math	Science Social S	Studies
Content Standard:Life Science/Diversity and Adaptation Among Livi	ng Things (Biodiversity)	
Alternate Learning Expectation Code and ALE: <u>LS.3A Recognize the kind, including the features that help them to survive in different environment</u>		d animals of the same
Alternate Performance Indicator Code and API: LS.3A.6 Identify the ada in the environment (e.g., coat in winter)	tations that enhance the surv	vival of living things
ACTIVITY  Learning Activity: Provide a clear explanation of learning activity and materials used		
After reading a teacher-made book (with modified vocabulary) on hamster and	gerbil husbandry, Elsinore	will be shown a cage
containing two gerbils and a cage containing two hamsters. She will observe e	ach type of rodent and, upon	request by the
teacher, make verbal observations about the behaviors and physical characteristics.	tics that help each type of ar	nimal survive in its
environment (e.g., in hamsters, cheek pouches for food storage; in gerbils, large	e hind legs and short front le	gs for burrowing)
Choices: Check box to indicate which type of choice was offered. Choice credit is de box.  Materials  Who to work with		vity. Check only ONE
☐ Where to work on the activity ☐ Reward/positive	einforcement for complete	ing activity
On the spaces below, write the two choices offered and circle student's  Choice 1: Choice 2: Cho	irby	<b>PALITY</b>
SETTING AND SUPPOR If setting is not inclusive, do not complete Setting and Support section. If blank, Spec	al Education setting and suppor	t will be assumed.
Setting: <u>Small Animal Care class</u>		
Setting: 5 mall Animal Care class  Support: Signature Small animal Title Seache  PEER INTERACTION	al Care	
Peer Interaction: On the spaces below, describe the interaction that occurred between sto activity. (Note: A peer cannot qualify for TCAP-Alt PA.)	•	
Kristina asked Elsinore questions abo doing and helped her record ther observa- the questions and asked for help as nes	oled.	nswered
First Name: // / Grade: 12		

Student Name: Elsinore Weasely										Grade Level:11									(TATO		
Content Area (Circle One): Reading/Language Arts													(5	Science	ce		Soci	al Studi	es		
С	Content Standard:Life Science/Diversity and Adaptation Among Living Things (Biodiversity)_																				
		ate Learning Expect cluding the features t												rence	es am	ong	plants	s and an	imals	of the	same
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George Ge	Inclusion Codes: General Education Reading/Language Arts: RL General Education Math: MA General Education Science: SC General Education Science: SC General Education Social Studies: SS Music-MU Art-A Library-L Guidance-G Physical Education-PE Computer Lab-CL Other: (Setting) Hox Ley Holls Animal Hospital  Support Signatures: If setting is indicated above, a signature must be present from each setting indicated. If setting is indicated multiple times, only one signature is required. Include title after signature.  1. Julia Magnet  SAC  Hoxley Hills Animal Hospital  Hoxley Hills Animal Hospital																				
mi	st rel	eraction: On the spac ate to activity. (Note:	A ne	er ca	nnot	anali	fy fo	eract	AP-A	hat o	ccurr								0.70		
12	13	Kristina help	ed	Els	ino	e	ma	Ke	a	PO	542	-	rbo	tu	ado	ta	otio	ns H	tor		
		Kristina help help anim	als	SU	rvi	ve.	. A	Fle	r d	is c	'کک ب	ng	VC	vio	uS a	ada	not	ations	, the	4	
		made a	cho	ct	an	9	:No	rst	ate	d	it.							-			
Fir	st Nar	ne: Krist	ine	~	>				Gra	de:	1	2_									ı.

Student Name:Elsinore Weasely	Grade Level: <u>11</u>	
Data Point Date (must be plotted on graph): 10/6	CONTENT	
Content Area (Circle One): Reading/Language Ar	s Math Science Social Studies	
Content Standard:Life Science/Food Production	on and Energy for Life	
Alternate Learning Expectation Code and ALE:	LS.4A Recognize the basic requirements of all living things.	
Alternate Performance Indicator Code and API: <u>LS</u>	4A.3 Recognize that plants use sunlight, water and air to live_	
Learning Activity: Provide a clear explanation of learning act	ACTIVITY ivity and materials used.	
Elsinore will help the Home Economics class plant	an herb garden. As they plant the garden, the group will d	iscuss
what each plant needs for survival (e.g., how much	sunlight, how much water) and how to lay out the garden	so that
the needs of each plant are met. Elsinore will verba	lly contribute to the discussion.	
Choices: Check box to indicate which type of choice was offer box.  □ Materials □ Who to work with	<ul><li><u>CHOICE</u></li><li>red. Choice credit is dependent upon an acceptable activity. Check o</li><li>□ When to work on the activity</li></ul>	nly ONI
□ Where to work on the activity	Reward/positive reinforcement for completing activity	
On the spaces below, write the two choices offered	and circle student's choice.	
Choice 1 5 minutes "talk time"	Choice 2: 5 minutes listening to music	
	NG AND SUPPORT t section. If blank, Special Education setting and support will be assured	med.
Setting: Home Economics Clas	5	
Support: Leneta Dondy Signature	H. Economics Teacher	
Peer Interaction: On the spaces below, describe the interaction to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)  Peers Included Esinore in of their questions and Common verbal prompts about how or	that occurred between student and peer in the activity. Interaction me the group discussion by directing some ants toward her. A melia gave Elsinon d where to plant each seed.	
First Name:	Grade:	

Student	t Name: Elsinore Wea	asely							_Gra	ade L	evel	:1	1								
Conten	t Area (Circle One): R	Readin	ng/La	ıngua	ige A	ırts			Ma	ıth		S	Science	e)		Soc	ial St	udies			
Conter	nt Standard:Life	e Scie	ence	/Foo	d Pro	oduc	tion a	and E	Ener	gy fo	or Li	fe_				-					
Alterna	ate Learning Expect	ation	Cod	le an	d AI	LE: _	LS.	.4A R	Reco	gnize	the	basic	requ	irem	ents	of al	l livir	ng thir	ıgs		
Alterna	ate Performance Indo	icator	r Co	de ai	nd A	PI: I	S.4A	.3 Re	ecogn	nize 1	that p	olants	s use	sunli	ght,	wate	r and	air to	live	tsus	oth
	Data Point Date	9/7	9/12	9/24	9/30	19/2	10/26	19/30	11/6	11/13	1/17	11/20	11/25	12/4	12/16	12/18	1/14	Ĭ		OVIX	
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must re	eraction: On the space late to activity. (Note: Amelia halpe	A pe	er ca	nnot	guali	fy fo	eracti	AP-A	at oo	ccurr											
a	food web	A																			
First Naı	me: Ane	le	ia					Grad	le:	10	>										

Student Name:Elsinore Weasely	Grade Level: <u>11</u>
Data Point Date (must be plotted on graph): 11/16/09 CONTENT	
Content Area (Circle One): Reading/Language Arts  Math	Science Social Studies
Content Standard:Life Science/Heredity and Reproduction	
Alternate Learning Expectation Code and ALE:LS.5A Recognize the	hat living things reproduce
Alternate Performance Indicator Code and API: LS.5A.8 Identify the se	eeds of a plant within the ovary or in a piece of fruit
ACTIVITY  Learning Activity: Provide a clear explanation of learning activity and materials use	ed.
While helping the Home Economics class make a fruit salad, Elsinore	e will, with verbal prompting from a peer
partner, identify the seeds of a various fruits (apple, orange, peach, av	vocado, strawberry) and discuss how the seeds
could grow to be plants of the same type as the parent plant.	
Choices: Check box to indicate which type of choice was offered. Choice credit is box.	dependent upon an acceptable activity. Check only ONE
	o work on the activity
☐ Where to work on the activity Reward/positiv	ve reinforcement for completing activity
On the spaces below, write the two choices offered and circle student	's choice.
Choice 1: 5 minutes drawing time Choice 2: ("no	homework" token
SETTING AND SUPPORT Setting is not inclusive, do not complete Setting and Support section. If blank, Sp.	
Setting: Home Economics class	
Support: Level Lewdy Title	Econ. Teagher
Peer Interaction: On the spaces below, describe the interaction that occurred between to activity. (Note: A peer cannot qualify for TCAP-Alt PA.)	
of truit being used and engaged in a discurrence and what they might become. Elsinore a	he seeds in the various types ussion about how the seeds to Jasmine a would become.
First Name: Smine Grade: 11	

St	udent	Name: Elsinore We	easely							_Gr	ade I	Level	:1	1								
Content Area (Circle One): Reading/Language Arts  Math  Science  Social Studies																						
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